

A GUIDANCE SURVEY OF CERTAIN ASPECTS OF GUIDANCE
IN SELECTED KANSAS HIGH SCHOOLS

by

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INTRODUCTION

All high schools should teach boys and girls to do better the desirable things that they are going to do anyway (1). A part of secondary education consists of the modification and improvement of the behavior patterns of youth. Each high school student should have ample opportunity to discover his potential abilities, aptitudes, and capacities as part of his educational program. The development of such attributes should be in terms of whatever desirable needs and interests each one may possess or acquire, as well as in terms of those which are compatible with society as a whole. The resulting growth and development should help each individual to adjust himself satisfactorily to the sphere of his activity.

To achieve these goals the high schools should make available those services that will provide competent guidance in order that each one may make wise decisions in terms of his physical, mental, social, civic, educational, and vocational needs.

Jones (3) makes the statement:

Although the need for help has always been present. there have been social and economic changes that have taken place during the past half century that have made it necessary to make definite provision for certain forms of guidance in our public schools.

Jones also brings out that the home no longer occupies the position in training that it once did in industrial training and this has placed added responsibilities upon the school. In addition to caring for the general education for the boys and girls,

it must assume a large part in providing training in cooking, sewing, budgeting, food values, handwork of various kinds, recreation, and even moral training. The home is not adequately providing this training. The best agency at present available is the school which must assume a much larger part in the guidance of youth.

A second change which makes it necessary for the school to furnish guidance is the changing conditions of labor and industry. In colonial times, men were all-round workmen in their own occupations; that is, they performed all or nearly all the operations necessary in their particular vocations. Specialization has resulted in a much larger variety of occupations. Some of these are new and increasing in demand while others are decreasing their demand. The choice of a life work is so complicated and difficult that the young person needs assistance.

Jones discusses other conditions such as the changes in population, increase in amount of general education demanded, leisure time, moral and religious conditions, and a necessity for a changed social program. All of these magnify the need for guidance.

A guidance program should be based upon the theory that all pupils need assistance:

- (1) In understanding themselves.
- (2) In learning more about the conditions they will meet in the future.
- (3) In learning desirable procedures for solving their own difficulties.

(4) In solving personal problems.

Guidance services are rapidly emerging as essential parts of all education. This trend is evidenced by the increasing number of high schools initiating guidance programs, by the enlarging volume of literature in the field, by the increasing attention given to the training of counselors, by the increase in the number of commercial agencies offering counseling services, and by many other significant trends. The provision of an adequate guidance and counseling program is rapidly becoming a "must" for all secondary schools.

These developments are a result of many contributing causes. As the curriculum has expanded, the need for careful pupil planning becomes more evident. As the adult culture becomes more complex, the pupil's need for more information and assistance becomes evident. As the school begins to individualize its activities, more and more information about pupils is needed. As the school program attempts to become more realistic, it is necessary to know more about pupils and the situations they now face and will face in the future. Study of the needs and problems of pupils reveals an over-abundance of unsolved conflicts and difficulties. Teachers need to know more about their pupils and more skillful techniques for working with these pupils.

REVIEW OF PREVIOUS LITERATURE RELATED TO THE PROBLEM

The North Central Association (6), realizing the importance and need for guidance, appointed the Subcommittee on Guidance of the Commission on Research and Service in the autumn of 1946. Its major objective for the school year 1946-47 was to stimulate further the development and appraisal of existing guidance and counseling programs in the North Central Association high schools.

To help achieve this aim, the subcommittee prepared a written report embodying the characteristics (minimum and extended) of a high school guidance and counseling program. This report was presented to the Commission on Research and Service in March, 1947. The detailed report entitled "Characteristics of High School Guidance and Counseling Program" was printed in the North Central Association Quarterly for October, 1947. A check list of elements in a minimum and an extended program of guidance and counseling was placed at the end as a summary. The check list contained sections on information about pupils, organizing and administering the program, counseling, role of the teacher, community resources, and placement and follow-up. The check list was also useful for the self-evaluation of the school's guidance and counseling program and could be used as a medium for in-service training.

To continue a stimulation of the North Central high schools to appraise and develop their existing guidance and counseling programs, the subcommittee was authorized to conduct a study of

such programs during the school year 1947-48.

The plan for conducting the study was:

1. To formulate a Self-Study Guide which could be used by each high school in studying its own guidance activities and practices. The Self-Study Guide was so prepared that each of fifteen important characteristics in a guidance and counseling program was described on a five-point scale, progressively arranged from an inadequate to an extended or potential optimum practice and activity. Each high school was encouraged to indicate the point on each of the five point scales which best described its own practice or activity.

2. To tabulate each completed Self-Study Guide received by the subcommittee not later than December 1, 1947.

3. To have a written report of the study published in the North Central Association Quarterly.

By December 1, 1947, 2312 Self-Study Guides had been received by the subcommittee from 3,040 high schools which comprised the total membership of the Association at that time. This constituted a return of 76.1 percent, of which 2,177 or 94.1 percent were usable in making tabulations.

Table 1 shows the total frequencies and percentages of ratings on each of the 14 guidance characteristics for 2,177 North Central high schools, including 138 Kansas high schools. Characteristic number eight of the Self-Study Guide pertaining to the role of the teacher in consistently planning instruction to make classroom work contribute maximally to the counseling and guidance program was not tabulated.

The study of the committee revealed certain general facts about the guidance practices and activities of the high schools in the North Central Association which responded to the inquiry.

Table 1. Total frequencies and percentages of ratings on each of fourteen guidance characteristics for 2,177 high school, including 138 Kansas high schools, of the North Central study.

Inadequate	: Moving toward :				: the extended : Extended or potential optimum					
	: the minimum :				: or potential : program					
	: or essential :				: or optimum program :					
	: practice :									
18 U.S.	.9%	513	23.0%	323	38.0%	630	51.2%	133	6.3%	
1 Kansas	.7%	43	51.1%	47	34.1%	40	29.0%	7	5.1%	
1. Role of guidance services (point of view)										
Teachers have given little thought to the problems and needs of pupils. They are uninterested in any extension of the school's guidance program. All emphasis is on subject mastery					Teachers are concerned with the needs and problems of pupils. The staff has carefully considered the purposes and the organization of the guidance program. The need of competent counseling has been cared for. Most of the staff are interested in helping to develop a better guidance program.					Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and cooperation with the assigned counselors.
108 U.S.	5.0%	563	25.9%	645	29.0%	525	24.1%	330	15.4%	
11 Kansas	3.0%	52	37.7%	33	33.9%	25	18.1%	17	12.3%	
2. Information about pupils										

Identifying data, attendance records, and scholastic achievement records are maintained for each pupil.

Comprehensive cumulative records containing health, psychological, socio-economic, and other essential information are maintained for each pupil.

Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and cooperation with the assigned counselors.

A comprehensive cumulative record containing "minimum essential" plus additional information is maintained for each pupil during and after his stay in school.

Table 1 (cont)

Inadequate	: Moving toward :			: Moving toward :			Extended or potential optimum
	: the minimum	: Minimum or essential practice	: the extended	: the extended	: or potential	: program	
	: or essential	: practice		: or potential	: optimum program		
23 U.S. 1 Kansas 3. Information about pupils	1.1% .8%	155 14	7.1% 10.1%	663 46	30.5% 33.3%	534 35	24.5% 802 25.4% 42 36.8% 30.4%
All information which teachers have about pupils is that which they secure directly from pupils.							Provision is made whereby each teacher is encouraged to use the complete minimum essential information about each of his pupils.
93 U.S. 5 Kansas 4. Role of Guidance services (point of view)	4.3% 3.6%	142 20	5.6% 14.5%	640 47	29.4% 34.1%	762 37	35.0% 540 27.5% 29 24.8% 21.0%
Person in charge of program has no formal training in the field of guidance.							Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene and character education. He has a thorough and sympathetic understanding of and ability to work with adolescents. He knows working conditions, requirements, opportunities and training for various occupations. He has made an extensive study of guidance as a factor in the educational program.

Table 1 (cont)

Inadequate	: Moving toward :				: Moving toward :			
	: the minimum :	: or essential :	: practice :		: the extended :	: or potential :	: optimum program :	: Extended or potential optimum program :
113 U.S. 7 Kansas	5.2% 5.7%	245 30	11.3% 21.8%	866 54	39.8% 39.2%	739 38	33.9% 27.6%	214 9
5. Organizing and administering the program								9.9% 6.5%
School has no planned program of guidance. No teachers are given time free of classroom teaching for the purpose of counseling students								
School has attempted to develop a program of guidance. Part of the teachers are used. Counselors are provided but inadequately so. Agency such as homeroom is used to some extent.								
182 U.S. 11 Kansas	8.4% 8.0%	167 14	7.7% 10.2%	876 59	40.2% 42.79%	678 38	31.1% 27.5%	274 16
6. Organizing and administering the program								12.0% 11.0%
There is no in-service program to develop teachers in the field of guidance.								
An attempt is made to give information to the members of the staff although there is no organized program for doing so.								
There is a well planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer school courses in guidance are strongly recommended.								

Table 1 (cont)

Inadequate	: Moving toward :				: Moving toward :				
	: the minimum :		: Minimum or essential practice :		: the extended :		: Extended or potential optimum :		
	: or essential :		: practice :		: or potential :		: or optimum program :		
76 U.S.	3.5%	587	27.0%	776	35.7%	539	24.7%	199	9.1%
5 Kansas	3.6%	51	37.0%	52	37.8%	24	17.4%	6	4.4%
7. Counseling services									
<p>No organized plan for counseling has been considered. The staff does not feel that an organized plan is needed. Counseling is carried on as a "catch as catch can" procedure.</p> <p>An organized plan for counseling has been developed by the staff. Some staff members have become assigned counselors. The school is attempting to provide more adequate data about pupils. The assigned counselors have some time for the assigned counseling.</p> <p>A carefully planned program of counseling has been developed after ample staff participation. Competent counselors have been assigned. Time, facilities, and materials are provided. A planned testing program adds to cumulative data about pupils. Counselors have time to work with teachers, parents, and community agencies. All teachers feel a responsibility for helping pupils.</p>									
87 U.S.	4.0%	411	18.9%	983	45.1%	535	24.6%	161	7.4%
7 Kansas	5.7%	31	22.5%	59	42.7%	36	26.1%	5	3.6%
8. Role of the teacher									
<p>Teachers operate within the framework of an established curriculum which is accepted by them.</p> <p>Teachers constantly contribute suggestions for revision of the curriculum in terms of studied pupil needs.</p> <p>In addition to "g", teachers have assigned responsibility for critical study of the community and of pupil curriculum change.</p>									

Table 1 (cont)

[illegible]

Table 1 (cont)

Inadequate		: Moving toward :	:	Moving toward :	:	Extended or potential optimum program	
		: the minimum : Minimum or essential practice :	:	: the extended : or potential : optimum program :	:		
		: Practice :	:		:		
94 U.S.	4.4%	360	16.5%	832	38.2%	691	31.7% 200 9.2%
15 Kansas	10.3%	38	27.6%	45	52.6%	55	25.9% 7 5.7%
10. Counseling services							
Promotion cards and activities, and the transfer of pupil records compromise the orientation activities for pupils to classes, school and colleges and universities.				Principal and assigned counselors assist pupils new to the high school to make proper adjustment; materials about the "receiving" school are furnished pupils in the "sending" school; pre-college guidance begins as early as the ninth grade; employment and community needs are provided pupils on a continuous basis; school marks are the only criterion for student awards.			Parents and all staff members participate in "pre-orientation" program of "sending" school and "orientation" program or "receiving" school; community resources are used in helping pupils to adjust to activities beyond high school; high school has a planned program of visitation of, and counseling by college and university representatives; scholarships are awarded on the basis of objective evidence and a planned program of committee study.
176 U.S.	8.1%	274	12.6%	925	42.5%	479	22.0% 323 14.8%
21 Kansas	15.2%	26	19.3%	59	42.7%	12	16.0% 10 7.2%
11. Placement and follow-up							

High school assumes

little responsibility for placement of pupils and school-leavers in gainful employment; records on graduates which are furnished colleges and universities are primarily confined to information on school marks.

High school assumes some responsibility for assisting pupils and school-leavers to obtain and enter upon gainful employment; employers are encouraged to cooperate with the school in placement of pupils and school-leavers in jobs; some information on community and occupational needs are given pupils.

Principal or designated staff member is responsible for placement service; a coordinated plan of referral for employment is in operation; employment needs are disseminated to pupils and staff; school schedules of pupils are adjusted to meet employment needs; parents are consulted concerning part-time employment of sons and daughters; follow-up takes place.

Table 1 (cont)

Inadequate	: Moving toward :		: Minimum or essential practice :		: Moving toward :		: Extended or potential optimum :	
	: the minimum :	: or essential :	: practice :		: the extended :	: or potential :	: program :	
86 U.S. 32 Kansas 12. Special studies	4.0% 23.1%	326 28	15.0% 20.3%	825 48	37.9% 34.8%	619 25	28.4% 18.1%	321 5
Educational, vocational, and personal adjustment of pupils is incidental; pupil data are inadequate for pupil-teacher counseling.								
School schedule of pupil is made after counseling takes place concerning individual interests, abilities, capacities, and needs; pupils are given an opportunity to make short and long range educational, vocational, and personal plans.								
274 U.S. 27 Kansas 13. Organizing and administering the program.	12.6% 20.0%	425 53	19.5% 33.4%	801 39	36.8% 28.3%	550 17	25.3% 12.3%	127 2
No special studies are made to determine adjustments of pupils to high school and post-high school activities.								
Special studies concerning adjustments by pupils to high school and post-high school activities are conducted only when needs arise; no visitations are made to places of employment or institutions of higher learning to determine post-high school adjustment.								
Pupils discover special abilities and aptitudes through participation in varied educational activities; each pupil is counseled regularly and periodic "check-ups" are made about his plans and characteristics, pupils are orientated to each educational step; pupils are assisted in taking the next step beyond high school; school-leavers are encouraged to return to high school for counsel.								
A planned program of follow-up studies is in progress; a plan of coordination contributes to studying post-high school adjustment; the counseling program helps to determine in-high school adjustment of pupils.								
Pupils discover special abilities and aptitudes through participation in varied educational activities; each pupil is counseled regularly and periodic "check-ups" are made about his plans and characteristics, pupils are orientated to each educational step; pupils are assisted in taking the next step beyond high school; school-leavers are encouraged to return to high school for counsel.								

Table 1 (concl)

Inadequate	Moving toward		Minimum or essential practice		Moving toward		Extended or potential optimum
	the minimum	or essential	the extended	or potential	or potential	optimum program	
343 U.S.	15.8%	742	34.0%	681	31.3%	327	15.0% 84
14 Kansas	10.2%	24	17.4%	53	38.4%	38	27.6% 9
14. Counseling service							

Staff has not appraised the aims, practices, and outcomes of the guidance and counseling program.

Staff has studied and developed a list of the basic elements in the local guidance and counseling program in terms of essential practices; pertinent data obtained through the guidance and counseling services are used for pupil or school program adjustment.

Staff has studied and developed a list of guidance practices beyond the basic elements; studies are made to determine successes and failures of the guidance and counseling program; pupil recommendations to guidance services are used in an appraisal; parents and other citizens of the community understand and co-operate with school in development of guidance services.

1. Three out of four high schools have reached at least the minimum or essential practice when all fifteen characteristics are considered together.

2. Thirty-nine and five-tenths percent of the high schools are moving toward, or have reached the extended or potential optimum practice or activity when all fifteen characteristics are considered together.

3. The least adequate guidance practice or activity was the staff study and development of pertinent local principles and practices. More than one-half of the high schools indicated less than an essential or minimum practice in local staff participation in the organization and administration of the program.

4. Thirty-Six and eight-tenths percent of the 2,177 schools indicated the extended or potential optimum practice which pertained to the provision whereby each teacher was encouraged to use the complete minimum essential information about each of his pupils.

5. More than fifty percent of the high schools rated themselves beyond the essential practice on only two characteristics.

6. An increase in the efficiency of guidance practices and activities is identified with the size of the high school.

The following general facts are also revealed in Table 1.

1. A smaller proportion of 138 Kansas high schools of the 2,177 North Central high schools were reported as having reached the minimum or essential practice, moving toward the extended or potential optimum program.

2. A larger proportion of the Kansas schools indicate that they are moving toward the minimum or essential practice.

3. A larger proportion of Kansas schools indicate that they are moving toward the minimum or essential practice.

4. A larger proportion of Kansas schools indicate the following inadequate practices:

(a) Community resources have not been surveyed, analyzed, and coordinated with the high school guidance and counseling program.

(b) Promotion cards and activities, and the transfer of pupil records comprise the orientation activities for pupils to classes, school, and colleges, and universities.

(c) High school assumes little responsibility for placement of pupils and school leavers in gainful employment; records on graduates which are furnished colleges and universities are primarily confined to information on school marks.

(d) Educational, vocational, and personal adjustment of pupils is incidental; pupil data are inadequate for pupil-teacher counseling.

(e) No special studies are made to determine adjustments of pupils to high school and post-high school activities.

METHODS USED IN THE STUDY

The data used in this study were obtained from two sources. One was a Self-Study Survey made by the North Central Association for 1947-48 and published in the North Central Quarterly in January, 1949. The other source was the returns from questionnaires sent to 100 senior high school principals who had indicated in their Principal's Report in October, 1949, to the Kansas State

Department of Public Instruction in the section on guidance that they freed at least one person on the staff for at least one period a day for counseling purposes.

The questionnaire found in the Appendix was mailed two weeks before the close of the first semester 1949-50. Seventy-one schools returned the questionnaire. The results of the survey are given in tabular form in order that comparisons can be made with ease.

DISCOVERY OF THE PUPIL AS AN INDIVIDUAL

The North Central Association (8) Subcommittee on Guidance of the Committee on Fundamentals in their report on characteristics of a high school guidance and counseling program stated:

One of the most important contributions of a guidance and counseling program is its emphasis upon a comprehensive, cumulative, and accurate study of individual pupils. No counseling or teaching program can succeed unless it is based on such information about the pupils to be helped. Any attempt to individualize teaching or counseling requires these data. Without it the school's program is limited in the extent to which the needs of individual pupils are met.

These data are used in many ways.

1. Teachers can greatly increase their effectiveness.
2. Pupils can be helped to learn more about themselves.
3. Parents can be more accurately and effectively brought into a cooperating relationship.
4. The school's relationship with other agencies can be placed on a more secure footing.

A thorough understanding of the pupil is absolutely basic to a sound program of guidance and counseling. It is difficult to conceive any phase of a pupil's being which could be considered irrelevant in this consideration. A

A complete listing of all relevant data which would contribute to a thorough understanding would be, indeed, a lengthy one and no school, perhaps, could be expected to provide an all-inclusive listing. Day to day the pupil changes and each change needs to be understood because of its potential bearing upon the future growth and development of the pupil.

Scientists who are devoting their energies to the improvement of plants and animal life realize the need for a complete understanding of the plants and animals which they are attempting to improve as it is possible for them to secure through any means at their disposal. Similarly, artisans in many fields realize the minute knowledge of the characteristics of materials with which they work is fundamental to success in securing desired outcomes. It is infinitely more significant that artisans who work with the intricate composition of the human being should understand the individual with whom they labor.

The human being, the life and material with which the schools are working, is more complicated than plants or animals, or inorganic materials; is definitely changeable; and is made of certain intangible characteristics. All of these facts make the complete understanding of individuals very difficult. However, difficulty of understanding does not obviate the necessity for it, and the consequence of failure to secure it are so great as to challenge the best efforts of all school people to secure it despite difficulties. Realizing that, at best, we can know only a part of the total needed for perfect understanding of each individual pupil, we, in justice, can do less than utilize every device at our command to approach it.

Modern schools are committed to the responsibility of developing the whole child. This commitment carries with it the responsibility for understanding the elements entering into the composition of the whole child, and the interrelations of these elements in the educational process. The aims and objectives of a school's understanding of these elements and the utilization of them in the educational program. Conversely, a clear-cut comprehensive statement of aims or objectives should be helpful in finding and classifying the several elements which are regarded as constituting the whole child, in so far as they are influenced by the school's activities.

Jones (3) makes the statement:

The most important study to be undertaken is the study of the individual. We need to know the facts about each student, these are of vital importance. Although we are

continually in touch with students, it is, nevertheless, very difficult to secure reliable information about them. Knowledge of pupil needs and of the probable effect of the help planned are indispensable for effective guidance.

THE CUMULATIVE RECORD

Certain data are a necessary part of the information essential in a program of guidance and counseling. Most common are such items as full name, sex, date of birth, birthplace, and names of parents or guardian. In addition, there are other data which help to reveal the pupil as an individual. A few of these important items include marked interests, special achievements in school and out of school, evidence of special aptitudes, as well as scholastic aptitudes, vocational and other interests, family data, personality and social growth, educational and vocational plans, activities and work experience.

Beyond these essentials other information is desirable such as a record of previous counseling interviews, special talents, and any other information which exerts an influence upon the pupil's present progress or future plans.

Once the data are secured, it is important that a record should be made for future use in guidance and counseling. Teachers and principals usually know all of the students in the smaller high schools and have a mental record of information about the pupil, background, family data, interests, and other factors

helpful in guidance, but teachers do forget, and unless significant information is recorded, it may be lost or be unavailable to other staff members to whom it might be most valuable. For the purpose of centralizing and preserving various information about pupils, cumulative record forms are very useful. Some forms in the nature of an envelope or folder are very useful for preserving original copies of information such as questionnaires and autobiographies. If cumulative forms are not in use, then some provision for assembling all the data and preserving them should be provided, and as the data are gathered from the pupil, teachers, and any other available sources added to the cumulative record.

The gathering of information about a pupil and recording and preserving it are not sufficient. The important thing about all information concerning a pupil is that it be used by his counselor in an attempt to understand him better, and that the pupil also attempt to understand himself better. This makes necessary an arrangement whereby such information is readily available to the counselor and to others performing guidance functions.

Information on the Pupil Entering from the Elementary School.

The extents to which the information on the individual pupil entering from the elementary school is adequate for their guidance purposes is shown in Table 2.

Fifty percent of the schools with an enrollment of more than 500, accredited by the North Central Association, reported that the information received on the individual pupil from the elemen-

Table 2. Percentage of selected Kansas high schools indicating the extent to which the information on the individual pupil entering from the elementary school is adequate for their guidance purposes.

The extent to which the information on the individual pupil entering from the elementary school is adequate for guidance purposes	All schools		Schools accredited by the North Central Association		Schools not accredited by the North Central Association		
	(71) ¹	(15) ¹	(7) ¹	(8) ¹	(22) ¹	(19) ¹	
	Percent	Percent	Percent	Percent	Percent	Percent	
Very complete	17	14	29	50	5	26	15
Only the bare essentials	38	33	43	37	59	37	49
Far below the minimum essentials	23	46	14	13	18	16	17
None received	11	7	14	-	18	21	19

¹ indicates number of schools reporting in this enrollment group.

tary school was very complete. When all 71 of the schools were considered together, only 17 percent of the schools reported that they received records that were very complete for their guidance purposes.

Thirty-eight percent of the selected Kansas schools reported that they received only the bare essential information for their guidance purposes. From 33 to 43 percent of the North Central schools and from 37 to 59 percent of the nonaccredited schools indicated that they received only the bare essential information.

Eleven percent of the 71 schools reported that they received no information from the elementary schools. Eighteen percent of the schools with an enrollment of 0-49 and 21 percent with an enrollment over 50 indicated that they received no information from the elementary school.

Less than one-fourth of the schools in all enrollment groupings indicated that they received information which was very complete for guidance with the exception of schools with an enrollment of over 500 in the North Central Association.

Table 3 shows the percentage of selected Kansas high schools reporting that they have a standard record form for use by all elementary schools to forward information for guidance purposes or else have made attempts to plan such uniform arrangements with the elementary school.

Seventy-one percent of the schools in the enrollment group 300-499 indicate they have a standard record form for use by all elementary schools in their area for forwarding information for guidance purposes. Only 5 percent of the schools in the enroll-

ment group 0-49 have such a record form while 27 percent of all 71 schools have a standard record form for use by all elementary schools. It will be noted from Table 3 that the North Central Schools indicate higher percentages than do the schools that are not accredited by the North Central Association.

This question was also asked in the questionnaire, "If you have a standard record form for use by all elementary schools in your area for forwarding information for guidance purposes, what percent of the schools use it?" Very few schools answered the question. The replies ranged from 80 to 100 percent.

Fifty percent of the schools with enrollment over 500 indicated that attempts had been made to plan uniform arrangements with the elementary school in providing a standard record form for use by the elementary schools to forward information for guidance purposes. Twenty percent of all 71 schools and 36 percent of the schools with an enrollment of 0-49 indicated that they had made such attempts.

A larger proportion of North Central Schools have a standard record form for use or else have made attempts to plan such uniform arrangements with the elementary school.

Entries on the Cumulative Record. The survey on entries on the cumulative record was divided into three parts. The first part pertained to the percentage of high school entering information on the cumulative record for a majority of pupils enrolled. This information is mostly personal data and is a necessary part of the information essential in a program of guidance and

Table 3. Percentage of selected Kansas high schools reporting that they have a standard record form for use by all elementary schools to forward information for guidance purposes or else have made attempts to plan such uniform arrangements with the elementary schools.

Questions asked	All schools			Schools accredited by the North Central Association			Schools not accredited by the North Central Association		
	: (71) ¹			: (15) ¹			: (7) ¹		
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Do you have a standard record form for use by all elementary schools in your area for forwarding information for guidance purposes?	27	46	71	38	5	16	10		
If answer to above question was "No", have any attempts been made to plan such uniform arrangements with the elementary schools?	20	14	14	50	36	11	24		

¹ Indicates number of schools reporting in this enrollment group.

counseling. Included therewith are such items as full name, address, sex, birth date, birthplace, names of parents or guardians, attitude of the home toward school and attendance at school, and ages of brothers and sisters. The second part pertains to the entering of information regarding each pupil's status and development. In this section is found information about marked interests, special achievements, honors received, participation in clubs, groups, educational intentions, special talents, employment during out of school hours, difficulties in socialization, periodic summarization of teacher's ratings on personality and character traits, record of counseling interviews, attendance and tardiness record, results of aptitude tests, interest inventories, and personality tests. The third part relates to information about each pupil's scholastic progress. Included among these items are: name and location of other schools attended, dates of attendance at other schools, academic record, record of changes with reasons for change, and record of subsequent entry to other educational institutions.

Table 4 shows the percentage of selected Kansas high schools entering certain information on the cumulative record for a majority of pupils enrolled with respect to sex, place of birth, etc.

Ninety percent of all 71 schools indicated that they entered information on the cumulative record for a majority of students enrolled pertaining to the sex, place of birth, full name of each parent or guardian, parent or guardian's address, parent

or guardian's telephone number, occupation of parents, and person with whom pupil resides. There were a few cases in which this was not true for all of the different enrollment groups. One of these was in the 0-299 enrollment group of the North Central schools in which only 67 percent of the schools indicated that they entered the full name of each parent or guardian. Eighty-seven percent of the schools in each of the two enrollment groups of 0-299 and 300-499, and 88 percent of those in the more than 500 enrollment group of the North Central schools indicated they entered the information pertaining to person with whom pupil resides. Eighty-four percent of the schools not accredited by the North Central Association with an enrollment of over 50 reported that they entered the information. Only ten percent of of the 0-49 enrollment group of schools not accredited by the North Central Association reported that they entered information regarding the sex of the pupil for a majority of the pupils enrolled. One hundred percent of all 71 schools returning the questionnaire indicated information about parent or guardian's address. This is also true of each of the enrollment groups when taken separately.

The table also shows that 100 percent of all 71 schools enter date of birth. This is not true for the individual breakdown of enrollment groups. The only two that did not indicate 100 percent were in the enrollment groupings of 0-49 and 0-299

Table 4. Percentage of selected Kansas high schools entering certain information on the cumulative record for a majority of pupils enrolled.

Information	: All : Schools accredited by the : Schools not accredited by the							
	:schools : North Central Association : North Central Association							
	: : (0-299) : (300-499) : (500)+ : (0-49) : (50)+ : (0-299)							
	: (71) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	: (15) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	: (7) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	: (8) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	: (22) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	: (19) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	: (41) ¹ : Percent : Percent : Percent : Percent : Percent : Percent : Percent	
Sex	99	100	100	100	100	10	100	98
Place of birth	95	94	100	100	100	96	90	93
Date of birth	100	100	100	100	100	96	100	93
Full name of each parent or guardian	90	67	100	100	100	91	100	96
Parent or guardian's address	100	100	100	100	100	100	100	100
Parent or guardian's telephone number	96	100	100	100	100	100	85	93
Occupation of parents	92	87	87	100	100	96	90	93
Race of parents	82	80	88	76	76	82	85	83
Nationality of parents	66	73	57	63	63	64	79	71
Birthplace of parents	34	33	71	50	50	27	21	24
Citizenship status of parents	41	33	57	50	50	32	42	37
How long parents have been residents of this country	14	7	29	13	13	23	5	15
Education status of parents	23	33	43	38	38	18	26	22
Parents living together, divorced, separated or remarried	42	40	57	63	63	36	37	37

Table 4 (concl)

Information	: All				: Schools accredited by the				: Schools not accredited by the			
	: Schools				: North Central Association				: North Central Association			
	:				:				:			
	: (0-299)				: (300-499)				: (500)+			
	(71) ¹	(15) ¹	(7) ¹	(8) ¹	(7) ¹	(8) ¹	(22) ¹	(19) ¹	(50) ¹	(0-299)	(41) ¹	(41) ¹
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Person with whom pupil resides	92	95	87	88	95	84	90					
Ages of brothers and sisters of the pupil	30	40	43	38	23	11	17					
Health status of family members	18	20	43	-	23	11	17					
Economic status of the family	14	14	43	-	18	5	12					
Attitude of the home toward school	15	20	29	-	27	-	15					
Attitude of the home toward attendance at school	30	27	29	-	36	-	20					
Facilities for home study												
Library	20	53	29	13	23	5	15					
Magazines	23	40	29	13	27	5	17					
Conveniences for study	20	53	29	-	27	5	17					
Plans of the parents for pupil's future	23	27	43	25	27	5	17					

¹ Indicates number of schools reporting in this enrollment group.

of schools not accredited by the North Central Association which reported 96 and 98 percent, respectively. The writer rounded off the percents to the nearest whole percent.

Schools with an enrollment of over 300, accredited by the North Central Association, and schools not accredited by the Association with an enrollment of over 50, indicated that 100 percent of them entered certain of the information.

Over 75 percent of the selected Kansas high schools indicated that they entered information on the cumulative record pertaining to race of parents.

Less than 50 percent of the selected Kansas high schools indicated that they entered the following information:

- (a) Birthplace of parents
- (b) Citizenship status of parents
- (c) How long parents have been residents of this country
- (d) Education status of parents
- (e) Parents living together, divorced, separated, or re-married
- (f) Ages of brothers and sisters of the pupil
- (g) Health status of family members
- (h) Economic status of the family
- (i) Attitude of the home towards school and attendance at school
- (j) Facilities for home study
- (k) Plans of the parents for pupil's future

Only 14 percent of the selected Kansas high schools reported that they entered information on the cumulative record pertaining to how long parents have been residents of this country and economic status of family members. Only five percent of the schools, not accredited by the North Central Association, with an enrollment over 50 indicated that they entered the following information on the cumulative record:

- (a) How long parents have been residents of this country
- (b) Economic status of the family
- (c) Facilities for home study

A larger proportion of North Central schools indicate that certain information is entered on the cumulative record for a majority of pupils enrolled.

The percentage of selected Kansas high schools entering information regarding each pupil's status and development on the cumulative record for a majority of pupils enrolled is presented in Table 5.

Only four items of information regarding each pupil's status and development was reported as being entered on the cumulative record by 100 percent of at least one enrollment group. The items were: marked interests, results of vocational interest inventories, results of special aptitude tests, and attendance and tardiness record. Marked interests, vocational interest inventories, and results of special aptitude tests were reported in the enrollment grouping 300-499. One hundred percent of the schools with an enrollment over 500 reported entering regarding attendance and tardiness record.

Table 5. Percentage of selected Kansas high schools entering information regarding each pupil's status and development on the cumulative record for a majority of pupils enrolled.

Information	: All : Schools accredited by the : Schools not accredited by the						
	: Schools : North Central Association : North Central Association						
	: : (0-299) : (300-499) : (500)+ : (50)+ : (0-299)						
	: (71) ¹ : (15) ¹ : (7) ¹ : (8) ¹ : (22) ¹ : (19) ¹ : (41) ¹	: Percent : Percent : Percent : Percent : Percent : Percent : Percent					
Marked interests	61	60	100	75	41	58	49
Voluntary reading	52	27	-	33	36	37	37
Special achievements in school	86	93	87	75	77	89	83
Special achievements out of school	41	33	87	25	36	37	37
Honors received	80	87	71	75	77	84	80
Participation in groups or teams	83	80	57	83	86	79	83
Participation in school clubs	85	87	71	88	82	79	80
Educational intentions	48	53	71	75	41	26	34
Evidences of vocational aptitudes		73	87	75	50	37	44
Conduct or citizenship record		60	71	33	63	74	71
Explanation of some unusual behavior	44	33	87	50	36	42	39
Special talents							
Musical	72	80	87	75	73	58	66
Artistic	54	60	87	63	50	37	44

Table 5 (cont)

Information	: All : Schools accredited by the : Schools not accredited by the						
	: Schools : North Central Association : North Central Association						
	: : (0-299) : (300-499) : (500)+ : (0-49) : (50)+ : (0-299)						
	: (71) ¹ : (15) ¹ : Percent	: (7) ¹ : (3) ¹ : Percent	: (22) ¹ : (19) ¹ : Percent	: (41) ¹ : (41) ¹ : Percent			
Special talents (continued)							
Athletic	70	87	71	65	68	63	66
Inventive	34	33	29	50	36	21	30
Literary	33	33	43	63	31	26	34
Dramatic	65	80	71	63	64	55	59
Scientific	33	40	57	50	41	21	32
Employment during out of school hours							
Nature of employment	53	40	71	63	36	21	29
Amount of time required	31	33	57	63	27	11	20
Remuneration	20	13	57	25	18	11	15
Difficulties of problems in Socialization	23	20	57	25	32	11	22
Periodic summarization of teacher's ratings on personality traits	23	20	29	25	45	16	32
Periodic summarization of teacher's ratings on character traits	31	20	29	25	45	21	34
Record of counseling interviews	35	27	71	63	41	16	29

Table 5 (concl)

Information	All Schools			Schools accredited by the North Central Association			Schools not accredited by the North Central Association		
	: Schools : (0-299) :			: (300-499) : (500)+ :			: (50)+ : (0-49) :		
	: (71) ¹ :	: (15) ¹ :	: (7) ¹ :	: (15) ¹ :	: (7) ¹ :	: (8) ¹ :	: (22) ¹ :	: (19) ¹ :	: (41) ¹ :
	Percent :	Percent :	Percent :	Percent :	Percent :	Percent :	Percent :	Percent :	Percent :
Attendance and tardiness record	83	87	43	100	91	79	85		
Reason for excessive absence or tardiness	46	53	43	63	50	32	41		
Group scholastic aptitude results	62	73	71	88	59	37	49		
Individual scholastic aptitude test results for further analysis	45	20	71	88	50	32	41		
Results of vocational interest inventories	54	60	100	88	32	37	34		
Results of special aptitude tests	95	60	100	88	50	42	46		
Personality test results	41	60	43	58	45	26	37		

¹ Indicates number of schools reporting in this enrollment group.

The information ranked in the order of the percentage of all 71 schools reporting that they entered the information for a majority of pupils enrolled is as follows:

1.	Results of special aptitude tests	95
2.	Special achievements in school	86
3.	Participation in school clubs	85
4 $\frac{1}{2}$.	Participation in groups or teams	83
4 $\frac{1}{2}$.	Attendance and tardiness record	83
6.	Honors received	80
7.	Musical talents	72
8.	Athletic talents	70
9.	Conduct or citizenship record	66
10.	Dramatic talents	65
11.	Group scholastic aptitude results	62
12.	Marked interests	61
13.	Evidences of vocational aptitudes	57
14 $\frac{1}{2}$.	Artistic talents	54
14 $\frac{1}{2}$.	Results of vocational interest inventories	54
16.	Educational intentions	48
17.	Reason for excessive absence or tardiness	46
18.	Individual scholastic aptitude test results for further analysis	45
19.	Explanation of some unusual behavior	44
20 $\frac{1}{2}$.	Special achievements in school	41
20 $\frac{1}{2}$.	Personality test results	41
23.	Literary talents	38
23.	Scientific talents	38
23.	Nature of employment during out of school hours	38
25.	Record of counseling interviews	35
26.	Inventive talents	34
27.	Voluntary reading	32
28 $\frac{1}{2}$.	Amount of time required for work during out of school hours	31
28 $\frac{1}{2}$.	Periodic summarization of teachers ratings on character traits	31
30.	Periodic summarization of teachers ratings on personality traits	28
31.	Difficulties or problems in socialization	23
32.	Remuneration for employment during out of school hours	20

The percents indicated by North Central schools were from slightly below to higher than those indicated by all 71 schools;

in the case of the schools not accredited by the North Central Association, the opposite was true. They ranged from slightly above the percentage given by all 71 schools to lower.

Table 6 presents data on the percentage of selected Kansas high school entering information regarding each pupil's scholastic progress on the cumulative record for a majority of pupils enrolled. Only one item, name and location of other schools attended, received a 100 percent rating as much as three times. These ratings were received in the 0-299, over 500, and more than 50 enrollment groups. Five items received two 100 percent ratings. They were dates of attendance at other schools and the four items under academic record such as courses, years taken, grades received, and credits received. These ratings were found in the 0-299 and over 50 enrollment groups. Curriculum or pattern of courses selected was indicated by 100 percent of the schools in the more than 50 enrollment group and by 63 percent of all 71 schools. All of the items which received at least two 100 percent ratings were also indicated as being entered on the cumulative record for a majority of pupils enrolled by 92 percent or more of all 71 schools. Thirty-nine percent was the lowest percent indicated on any one item by all 71 schools. Record of changes with reasons for change was the information which was indicated as being entered on the cumulative record by the smallest proportion of schools.

A large proportion of schools accredited by the North Central Association with an enrollment of 0-299 and schools

with an enrollment of over 500, not accredited by the North Central Association, reported entering information regarding each pupil's scholastic progress on the cumulative record.

Maintenance of Records. The percentage of selected Kansas high schools giving an affirmative reply to the questions asked about the maintenance of records and use made of pupil information is shown in Table 7.

The following six practices were reported by 100 percent of the schools with an enrollment of over 500:

- (1) Are the records easily assessible to all who have approved reason to use them and use them professionally?
- (2) Is the cumulative record consulted in cases involving
 - (a) Choice of course?
 - (b) Choice of vocation?
 - (c) Attendance?
 - (d) Failure?
- (3) Is only that data of permanent value being entered on the cumulative record?

One hundred percent of the schools in the 300-499 and over 500 enrollment groups also gave an affirmative answer to question one. Ninety-seven percent of all 71 schools reported that the records were easily accessible to all who have approved reason to use them and use them professionally. One hundred percent of the 0-299 enrollment group indicated that they consulted the cumulative record in cases involving choice of course as did 94 percent of all 71 schools. One hundred percent of the schools in

Table 6. Percentage of selected Kansas high schools entering information regarding each pupil's scholastic progress on the cumulative record for a majority of pupils enrolled.

Information	All									
	Schools accredited by the					Schools not accredited by the				
	North Central Association					North Central Association				
	: (71) ¹	: (15) ¹	: (7) ¹	: (3) ¹	: (500) ⁺	: (0-299)	: (300-499)	: (500) ⁺	: (0-49)	: (50) ⁺
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Name and location of other schools attended	96	100	87	100	100	91	100	95		
Dates of attendance at other schools	94	100	87	88		91	100	95		
Academic record										
Courses	92	100	71	88		86	100	93		
Years taken	92	100	71	88		86	100	93		
Grades received	92	100	71	88		86	100	93		
Credits received	93	100	71	88		86	100	93		
Curriculum or pattern of courses selected	63	73	14	75		73	100	68		
Record of changes with reasons for change	39	47	-	38		50	63	49		
Achievement test results	68	87	71	50		55	60	61		
Record of subsequent entry to other educational institutions	56	60	29	88		55	53	54		

¹ Indicates number of schools reporting in this enrollment group

Table 7. Percentage of selected Kansas high schools giving an affirmative reply to the questions asked about the maintenance of records and use made of pupil information

Questions	: All		: Schools accredited by the		: Schools not accredited by the	
	: Schools		: North Central Association		: North Central Association	
	: (71) ¹	: (15)	: (300-499)	: (500)+	: (0-49)	: (50)+
	Percent	Percent	Percent	Percent	Percent	Percent
Are the records easily accessible to all who have approved reason to use them and use them professionally?	97	93	100	100	91	100
Are the records easily accessible only to such persons as mentioned in the question above?	79	93	87	63	68	84
Is distinction made between data of permanent value and that of temporary value?	62	47	87	88	55	63
Is only that data of permanent value being entered on the permanent record?	83	87	71	100	77	84
Is pupil's record so organized that data is periodically entered in sequential order?	66	53	57	88	59	70
Are graphs used wherever appropriate to indicate relative progress?	15	40	14	-	18	5
Is the cumulative record of an entering or transfer pupil examined before his enrollment is completed?	63	80	43	75	68	63
Is the cumulative record used to assist students plan the next step before leaving school?	82	93	87	88	77	74

Are the records easily accessible to all who have approved reason to use them and use them professionally?

Are the records easily accessible only to such persons as mentioned in the question above?

Is distinction made between data of permanent value and that of temporary value?

Is only that data of permanent value being entered on the permanent record?

Is pupil's record so organized that data is periodically entered in sequential order?

Are graphs used wherever appropriate to indicate relative progress?

Is the cumulative record of an entering or transfer pupil examined before his enrollment is completed?

Is the cumulative record used to assist students plan the next step before leaving school?

Table 7 (concl)

Questions	: All			: Schools accredited by the			: Schools not accredited by the		
	: Schools			: North Central Association			: North Central Association		
	(71) ¹	(15) ¹	(7) ¹	(300-499)	(500)+	(0-49)	(50)+	(C-299)	
Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Is the cumulative record consulted in cases involving									
Choice of course?	94	100	87	100	100	91	95	93	
Choice of vocation?	90	98	57	100	100	82	89	85	
Attendance?	83	93	57	100	100	91	68	80	
Failure?	92	73	87	100	100	95	95	95	
Conduct?	83	87	71	88	88	91	74	83	
All problems dealing with pupil progress?	70	67	71	75	75	77	63	71	

¹ Indicates number of schools reporting in this enrollment group

the enrollment group 300-499 indicated they consulted the cumulative record in cases involving choice of vocation. This practice was indicated by 90 percent of the 71 schools. Only 15 percent of the selected Kansas high schools reported that they used graphs wherever appropriate to indicate relative progress. This was the only question that less than one half of the schools answered with an affirmative reply.

The data indicated that schools in the North Central Association with an enrollment of over 500, maintain and make better use of records.

TESTS

Table 8 shows the percentage of selected Kansas high schools giving an affirmative reply to the questions asked about making provision for obtaining information about pupils through tests. Below are three questions ranked in order of the largest percent of all 71 schools answering them in the affirmative:

1. Are appropriate tests given near the time of admission and periodically thereafter? 69
2. Are appropriate tests administered to individual pupils as need for data arises? 55
3. Are adequate testing materials provided for the guidance program? 54

Items 2 and 3 were ranked in opposite order in the 300-499, over 500, and 0-49 enrollment groups. Items 1 and 3 above were

reported by 100 percent of the schools with an enrollment over 300-499.

Over three-fourths of the schools accredited by the North Central Association with an enrollment of over 300, reported that they made provision for obtaining information about pupils through tests. From 42 to 63 percent of the schools with an enrollment of over 50, not accredited by the North Central Association reported that they made such provision.

Other Means of Obtaining Information About Pupils

Table 9 shows the percentage of selected Kansas high schools reporting use of means other than tests in obtaining information about pupils. From 90 to 93 percent of the selected Kansas high schools reported that they used individual interviews with pupils, observations as means of obtaining information about pupils. One hundred percent of the schools with an enrollment of over 500 reported that they used teacher's comments and observations to obtain information about pupils. One hundred percent of the schools with an enrollment of 0-299 reported that they used conferences with pupil's teachers.

From 45 to 74 percent of the schools, not accredited by the North Central Association, reported the use of visits to pupil's homes to obtain information about pupils. From 38 to 53 percent of the schools accredited by the North Central Association indicated the use of visits to pupil's homes.

Table 8. Percentage of selected Kansas high schools giving an affirmative reply to the questions asked about making provision for obtaining information about pupils through tests.

Questions	: All : Schools		: Schools accredited by the : North Central Association		: Schools not accredited by the : North Central Association	
	: (0-299) :		: (500)+ :		: (0-49) :	
	(71) ¹	(15) ¹	(7) ¹	(8) ¹	(22) ¹	(19) ¹
	Percent	Percent	Percent	Percent	Percent	Percent
Are appropriate tests given near the time of admission and periodically thereafter?	69	80	100	100	50	63
Are appropriate tests administered to individual pupils as need for data arises?	55	60	71	75	36	53
Are adequate testing materials provided for the guidance program?	54	46	100	88	41	42

¹ Indicates number of schools reporting in this enrollment group.

Only 31 percent of the selected Kansas High Schools reported that they used the writing of autobiographies as a means of obtaining information about the pupil. From 27 to 57 percent of the North Central Schools and from 21 to 32 percent of the non-accredited schools reported the use of this practice. Schools with an enrollment of over 300, indicated that they used the writing of autobiographies more.

From 91 to 100 percent of the schools not accredited by the North Central Association and 71 to 100 percent of the schools accredited by the North Central Association, reported the use of teachers comments and observations.

PERSONNEL OF THE GUIDANCE PROGRAM

Table 10 shows the number of selected Kansas high schools reporting various personnel as carrying the primary responsibility for counseling. Thirty-five of the 63 schools reported that the principal was reported as being solely responsible for the counseling 9 times in the C-299 enrollment group of North Central Schools and 26 times in the schools not accredited by the North Central Association.

In twelve of the selected schools, the principal with the aid of teachers carried the primary responsibility for counseling. The above personnel were mentioned twice as often in schools not accredited by the North Central Association.

Table 9. Percentage of selected Kansas high schools reporting use of means other than tests in obtaining information about pupils.

Means of obtaining information about pupils	: All				: Schools accredited by the				: Schools not accredited by the			
	: Schools				: North Central Association				: North Central Association			
	:				:				:			
	: (71) ¹				: (500-499)				: (500)+			
Personal data blanks and questionnaires	72	73	87	88	55	79	66					
Individual interviews with pupils	93	93	87	100	95	89	93					
Interviews with parents, other family members and interested friends of the pupil	69	67	71	100	55	74	63					
Visits to pupil's homes	54	53	43	38	45	74	59					
Conferences with pupil's teachers	93	100	87	100	86	95	90					
Autobiographies	31	27	57	50	32	21	27					
Teachers comments and observations	90	80	71	100	91	100	95					
Periodic ratings by teachers	45	40	14	63	45	53	49					

¹ Indicates number of schools reporting in this enrollment group

One school reported using teachers and a guidance committee. This committee was composed of six experienced teachers, two of them having Master's degrees in guidance and all of the committee having some training and much experience in guidance.

Table 11 presents a summary showing the frequency that each of the personnel is reported as carrying primary responsibility for counseling. The writer tabulated vice principal and superintendent of schools under the heading of principal. The principal was reported as having a part in the primary responsibility for counseling 54 times by the 63 schools. Thirteen schools in the North Central Association with an enrollment of 0-299, reported that their principal was responsible for counseling. Thirty-five of the schools not accredited by the North Central Association reported the same.

Eight schools in the two enrollment groups of 300-499 and over 500 reported a guidance specialist (counselor) carried the primary responsibility for counseling. Only one school with an enrollment of 0-49 which was not accredited reported a guidance specialist (counselor). Two schools with an enrollment of over 50 reported a guidance specialist (counselor) as carrying the primary responsibility for counseling.

COUNSELING THE INDIVIDUAL

In the preceding section, the writer has presented the various personnel reported as carrying the primary responsibility

Table 10. Number selected Kansas high school's reporting various personnel as carrying the primary responsibility for counseling.

	: Schools accredited by the				: Schools not accredited by the: All			
	: North Central Association				: North Central Association			
	: (0-299)				: (0-49)			
	: (300-499): (500)+				: (50)+			
Personnel								
	: (15) ¹	: (7) ¹	: (8) ¹	: (19) ¹	: (22) ¹	: (71) ¹		
	: Number	: Number	: Number	: Number	: Number	: Number		
	: of	: of	: of	: of	: of	: of		
	: schools	: schools	: schools	: schools	: schools	: schools		
	: reporting	: reporting	: reporting	: reporting	: reporting	: reporting		
Principal	9			15	11	35		
Vice Principal		1				1		
Principal and Vice Principal			1			1		
Principal and Teachers	2	1	1	3	5	12		
Principal, Teachers, and Guidance Specialist (Counselor)		1				1		
Principal and Guidance Specialist (Counselor)	1	1		1		3		
Superintendent of Schools and Teachers	1					1		
Teachers and Guidance Committee		1				1		
Teachers and Guidance Specialist (Counselor)			1		1	2		
Guidance Specialist (Counselor)		2	3			6		
Total	13	7	6	19	18	68		

¹ Indicates number of schools reporting in this enrollment group.

Table 11. Summary showing primary responsibility for counseling in the selected Kansas high schools.

Personnel of the guidance program	: Schools accredited by the :				: Schools not accredited by the :			
	: North Central Association :				: North Central Association :			
	: (0-299) :				: (0-49) :			
	: (300-499) :				: (500)† :			
	(15) ¹	(7) ¹	(8) ¹	(22) ¹	(19) ¹	(71) ¹		
	:Frequency:	:Frequency:	:Frequency:	:Frequency:	:Frequency:	:Frequency:		
Principal	13	4	2	19	16	54		
Teachers	5	3	2	3	6	17		
Guidance Specialist (Counselor)	0	4	4	1	2	11		

¹ Indicates number of schools reporting in this enrollment group.

for counseling. The writer's opinion is that just who should counsel the individual is less important than that the duty be carried out.

The question was asked in the questionnaire whether there was a plan for counseling in the high school. The results from the replies to this question are presented in Table 12. Only 52 percent of the 71 schools returning the questionnaire indicated that they had a plan for counseling. Seventy-one percent of the schools in the enrollment group 300-499 of the North Central schools indicated that they had such a plan. Fifty-eight percent, the next largest percent of the schools in the enrollment group of over 50 not accredited by the North Central Association, indicated that there was a plan for counseling in their school. Thirty-eight percent was the smallest percent indicated by any one enrollment group and was indicated by the more than 500 enrollment group.

PREPARATION AND QUALIFICATIONS OF THE COUNSELOR

The Subcommittee on Guidance pointed out that the success of a guidance and counseling program depends upon a staff qualified to do the job well. It is not enough that they be interested. Ambitious but untrained and sentimental faculty members may through well-meaning but bungling efforts do more harm than good. Some teachers who are called upon to serve as guidance functionaries are either untrained or at best poorly trained for guidance services. Some of those who are teaching today completed their

training before emphasis was placed upon guidance.

Table 13 shows the preparation and qualifications of counselors as reported by selected Kansas high schools. One hundred percent of the selected Kansas high schools indicated the counselor possessed the qualification described as an appreciation of the contribution of the guidance program in meeting the school's objectives. Ninety percent of the selected Kansas schools indicated that their counselor had preparations and qualifications as follows: training in psychology of adolescence, mental hygiene, or other training related to child growth and development; successful teaching experience; the ability to work effectively with adolescents; maturity and broad life experience; professional integrity to inspire and to hold the confidence of pupils and other associates; and the ability to deal objectively in human relations. Other preparation and qualifications indicated by over 50 percent of the schools were as follows: a survey course in the field of guidance; training in techniques for the analysis of the individual; training in occupational, educational, and other environmental information; techniques in counseling; training in organizational and administrative relationships of guidance service; occupational experience other than teaching or counseling at one or more wage-earning jobs; and an appreciation of attractive, convenient, and comfortable physical arrangements in creating a proper counseling atmosphere. Items indicated by a small number of schools in each enrollment group were: supervised counseling experience or internship and the items regarding

Table 13 (concl)

Preparation and qualifications	: All : Schools accredited by the		: Schools not accredited by the	
	: Schools	: North Central Association	: North Central Association	: North Central Association
	: (0-299)	: (300-499)	: (500)+	: (50)+ : (0-299)
	: (71) ¹	: (15) ¹	: (7) ¹	: (8) ¹ : (22) ¹ : (19) ¹ : (41) ¹
	: Percent	: Percent	: Percent	: Percent : Percent : Percent : Percent
The ability to work effectively with adolescents	96	93	100	83 95 100 98
An appreciation of the contribution of the guidance program in meeting the school's objectives	100	100	100	100 100 100 100
Maturity and broad life experience	94	93	100	95 95 95 95
Professional integrity to inspire and to hold the confidence of pupils and other associates	94	93	100	75 95 100 98
The ability to deal objectively in human relations	96	93	100	88 95 100 98
An appreciation of attractive, convenient, and comfortable physical arrangements in creating a proper counseling atmosphere	87	93	87	88 81 83 85

¹ Indicates number of schools reporting in this enrollment group.

length of occupational experience. A larger proportion of the selected Kansas high schools accredited by the North Central Association indicate that their counselor possesses the preparation and qualifications in the table.

The schools were asked in the questionnaire to list the courses in guidance and counseling that their counselor has taken. Twenty-two schools completed this part of the questionnaire.

Following is a list of the courses reported in order of the frequency of times mentioned.

Principles and Techniques of guidance	12
Mental Hygiene	10
Occupational information and guidance	5
Adolescent psychology	4
Organization and administration of guidance	3
Vocational guidance	3
Abnormal psychology	2
Counseling	2
Educational psychology	2
General psychology	2
Personnel and guidance	2
Principles of educational measurements	2
Special problems	2
Tests and measurements	2
Workshop in guidance	1
Administration and supervision	1
Administration of guidance program	1

Administration of secondary schools	1
Advanced educational psychology	1
Application and interpretation of measurement	1
Child psychology	1
Community organization	1
Community survey	1
Counseling and guidance	1
Educational guidance	1
Educational and vocational diagnosis	1
Foundations of guidance and student personnel work	1
Guidance and counseling in secondary schools	1
Guidance in the elementary school	1
Guidance survey	1
Industrial supervision	1
Interpreting tests and measurements	1
Introduction to guidance	1
Introduction to guidance and counseling	1
Junior High guidance	1
Laboratory management and seminar	1
Laboratory in individual counseling	1
Methods	1
Moral guidance	1
Occupational trends and vocational guidance	1
Personnel management	1
Practices of guidance	1
Principles of counseling	1
Psychology of education	1
Psychology of personality and character	1

Psychology of individual differences	1
Psychology of the exceptional child	1
Seminar in High School Guidance	1
Social case work and child welfare	1
Social psychology	1
Statistics in psychology and education	1
Techniques of guidance through case study	1
Testing and counseling	1
The curriculum of the child	1
Vocational education	1
Vocational guidance and counseling	1

The number of hours college credit in education and guidance that the counselor has in 63 of the selected Kansas high schools is shown in the following frequency distribution.

Hours	f		
70-74	1		
65-69	3		
60-64	6		
55-59	3		
50-54	9		
45-49	5		
40-44	3		
35-39	7		
30-34	6	M	38.27
25-29	5	Mdn	38.43
20-24	6	SD	18.9
15-19	0		
10-14	1		
5-9	4		
0-4	4		
	<u>63</u>		
	N		

Apparently a few schools indicated only the number of hours college credit in guidance which accounts for the frequencies in the lower intervals.

Provision and Facilities for Counseling

The Subcommittee on Guidance in their report brought out that the efficiency with which the guidance services of the high school function is dependent also upon the physical facilities available. The needs of the pupil population and the community will affect the type and amount of physical facilities necessary and desirable for guidance activities.

There is no one set floor plan or arrangements for such facilities regardless of the size of the pupil population. The

philosophy and practices of the school and the emphasis on individual guidance and counseling will help determine the requirements for (a) room space, (b) location of rooms, (c) file and record space and equipment, (d) clinical facilities, (e) testing rooms and supplies, and (f) a special personnel unit near the administrative offices.

In the small high school the principal or a specially qualified teacher will be responsible for conducting individual interviews. The principal's office should have the necessary (a) privacy, (b) personnel records and (c) files for counseling. In the larger secondary school a special personnel unit near the administrative offices should contribute to a satisfactory counseling program by having readily available personnel records and files and the information and services for adjustment of the educational program. An appropriate personnel unit in the larger school should include (a) a reception room, (b) a room with tables and chairs for small group discussions or individual reading, (c) small rooms for interviewing, (d) space for portable personnel records and files, (e) files of educational and occupational information, (f) facilities for individual testing, (g) closet space and equipment, and (h) special laboratory furnishings.

Individual interviewing requires that both the counselor and his client be in a position where the environment is conducive to (a) thoughtfulness, (b) exchange of ideas, (c) freedom of expression and (d) constructive planning. Appropriate facilities for the regular and specially assigned staff members

who do individual interviewing should be available and accessible.

Data previously presented in Tables 10 and 11 indicate that the principal and teachers are mainly responsible for the counseling of the pupil. Many teachers completed their training before guidance was considered an important function of the school. Most counselors have only a small amount of preparation in the field of guidance as shown in Table 13. It becomes evident that if some staff members are going to become efficient teacher-counselors, some provision must be made to provide a program for in-service training. The staff must be encouraged to take additional graduate study in guidance services; arrangements made by which the staff can take advantage of experimentation and demonstrations in guidance services elsewhere; and provision made for access to professional reading materials.

Table 14 presents data on provisions and facilities for guidance reported by selected Kansas high schools. Ninety-three percent of the selected Kansas high schools reported that provision was made for access to professional reading materials. One hundred percent of the schools accredited by the North Central Association reported that they had made this provision. Eighty-five percent of all 71 schools reported that they had all records relevant to guidance services readily accessible to counselors and others authorized to use them. This provision was also indicated by 100 percent of the schools in the enrollment groups 0-299 and 300-499 of schools accredited by the North Central Association. Eighty percent of the 71 schools indicated

that they made provision for counselors to perform their guidance duties during the scheduled school day. One hundred percent of the schools in the enrollment groups over 33 also made this provision. Less than 80 percent of the schools not accredited by the North Central Association made provision for the counselor to perform guidance duties during the scheduled school day. One hundred percent of the schools in the enrollment group 300-499 indicated that they provided means to free pupils for counseling interviews during school time. Seventy-five percent of all schools indicated that they made this provision. A smaller proportion of schools accredited by the North Central Association made provision to free pupils during school time for counseling. Eighty percent of all schools indicated that each counselor had facilities for privacy during his interviews. From 71-75 percent of the North Central schools indicated that each counselor had facilities for privacy during his interviews. From 84-86 percent of the schools not accredited by the North Central Association indicated that they made this provision.

Seventy-six percent of the 71 schools reported that they encouraged their guidance staff to take additional graduate study in guidance services. The data indicates that a larger proportion of North Central schools encourage their guidance staff to take additional graduate study in guidance services.

A small proportion of the selected Kansas high schools make provisions for in-service training in guidance services for the entire staff; make arrangements by which the staff can take

Table 14. Provision and facilities for guidance reported by selected Kansas high schools.

Questions	: All : Schools accredited by the : Schools not accredited by the		: North Central Association : North Central Association		: (500)+ : (50)+ : (0-49) : (50)+ : (0-299)		: (71) ¹ : (15) ¹ : (7) ¹ : (8) ¹ : (22) ¹ : (19) ¹ : (41) ¹		: Percent : Percent : Percent : Percent : Percent : Percent : Percent	
	Schools	Percent	Schools	Percent	Schools	Percent	Schools	Percent	Schools	Percent
Do you encourage your guidance staff to take additional graduate study in guidance services?	76	80	71	88	73	68	46			
Do you provide for in-service training in guidance services of your entire staff?	32	20	43	75	27	21	34			
Do you make arrangements by which the staff can take advantage of experimentation and demonstrations in guidance services elsewhere?	24	14	57	33	23	11	17			
Are provisions made for access to professional reading materials?	93	100	100	100	91	84	88			
Are all records relevant to guidance services readily accessible to counselors and others authorized to use them?	95	100	100	88	77	74	76			
Do you provide adequately for the accession of published, visual, and audio materials for the occupational phases of guidance service?	51	60	71	63	36	47	41			
Do you provide necessary references and resource materials for guidance services?	66	80	71	88	55	63	59			
Is provision made for counselors to perform their guidance duties during the scheduled school day?	80	86	100	100	66	79	73			

Table 14 (concl)

Questions	: All Schools				: Schools accredited by the North Central Association				: Schools not accredited by the North Central Association			
	: (0-299)				: (300-499)				: (500)+			
	: (0-299)				: (300-499)				: (500)+			
	1	1	1	1	1	1	1	1	1	1	1	1
	(71)	(15)	(7)	(8)	(7)	(8)	(22)	(19)	(50)	(41)	(41)	(41)
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Are provisions made so that every pupil has a periodic interview with a counselor and other interviews as needed?	39	20	29	50			55	37				46
Are means provided to free pupils for counseling interviews during school time?	75	80	100	75			59	74				66
Do you authorize and facilitate necessary out-of-school contacts for the counselor?	54	40	87	75			55	47				51
Is the space assigned to guidance services adequate to carry on the guidance services planned?	44	46	43	25			55	42				49
Is adequate clerical service provided?	21	27	57	25			14	21				17
Are files, furniture, and other items of equipment supplied?	50	73	87	75			32	26				29
When the school's budget is made up, are the needs of the guidance program specifically included?	33	27	71	75			14	42				27

¹ Indicates number of schools reporting in this enrollment group.

advantage of experimentation and demonstrations in guidance services elsewhere; make provision so that every pupil has a periodic interview with a counselor and other interviews as needed; assign space to guidance service adequate to carry on the guidance services planned; provide adequate clerical service; supply files, furniture, and other items of equipment; specifically including the needs of the guidance program when the school's budget is made; and provide adequately for the accession of published, visual, and audio materials for the occupational phases of guidance services.

The data indicate that the North Central schools of the selected Kansas high schools have the best provisions and facilities for counseling.

SUMMARY AND INTERPRETATIONS

North Central High Schools

1. A smaller proportion of the Kansas high schools were reported as moving toward the extended or potential optimum program or as having reached the extended or potential optimum when all fourteen characteristics are considered.

2. A larger proportion of Kansas high schools were reported as moving toward the minimum or essential practice when all fourteen characteristics are considered.

3. A larger proportion of the Kansas high schools reported inadequate practice in the following:

- (a) community resources have not been surveyed, analyzed, and coordinated with the high school guidance and counseling program.
- (b) Promotion cards and activities, and the transfer of pupil records comprise the orientation activities for pupils to classes, schools and colleges, and universities.
- (c) High school assumes little responsibility for placement of pupils and school leavers in gainful employment.
- (d) Records on graduates which are furnished colleges and universities are primarily confined to school marks.
- (e) Educational, vocational, and personal adjustment of pupils is incidental.
- (f) Pupil data are inadequate for pupil-teacher counseling.
- (g) No special studies are made to determine adjustments of pupils to high school and post-high school activities.

Selected Kansas High Schools

1. Less than one-fourth of the high schools receive very complete information for guidance purposes with the exception of the North Central schools with an enrollment over 500.

2. More of the North Central schools use a standard record form for use by the elementary schools to forward information for guidance purposes.

3. From 80 to 100 percent of the elementary schools use the standard record form for forwarding information for guidance purposes where there is one provided for their use.

4. The North Central high schools reported more frequent attempts to plan uniform arrangements with the elementary school providing a standard record form for use by the elementary schools. Most frequent attempts were made in North Central schools with an enrollment over 500.

5. The most common information entered on the cumulative record was:

- (a) Sex
- (b) Place of birth
- (c) Full name of each parent or guardian
- (d) Parent or guardian's address
- (e) Parent or guardian's telephone number
- (f) Occupation of parents
- (g) Race of parents
- (h) Person with whom pupil resides

The most frequent practice in the above items was reported by North Central schools and by schools not members of the North Central Association with an enrollment of over 50.

6. Few high schools reported entering the following information on the cumulative record:

- (a) Birthplace of parents
- (b) Citizenship status of parents
- (c) Parents living together, divorced, separated or re-married
- (d) Ages of brothers and sisters of the pupil
- (e) Health status of family members

- (f) Economic status of the family
- (g) Attitude of the home toward school and attendance at school
- (h) Facilities for home study
- (i) Plans of the parents for the pupil's future

A large proportion of North Central schools reported entering the above information.

7. One-half of the high schools reported entering the following items on the cumulative record pertaining to pupil's status and development:

- (a) Results of special aptitude tests
- (b) Special achievements in school
- (c) Participation in groups or teams
- (d) Participation in school clubs
- (e) Attendance and tardiness record
- (f) Honors received
- (g) Musical talents
- (h) Athletic talents
- (i) Conduct or citizenship record
- (j) Dramatic talents
- (k) Group scholastic aptitude test results
- (l) Marked interests
- (m) Evidences of vocational aptitudes
- (n) Artistic talents
- (o) Results of vocational interest inventories

The more frequent practice of entering the above items was found in the North Central schools.

8. More than 90 percent of the schools reported entering the following items concerning pupil's scholastic progress on the cumulative record:

- (a) Name and location of other schools attended
- (b) Dates of attendance at other schools
- (c) Academic record
 - 1. Courses
 - 2. Years taken
 - 3. Grades received
 - 4. Credits received

9. The practices most frequently reported in use and maintenance of records were:

- (a) Records are easily accessible to all who have approved reason to use them and use them professionally and to no one else.
- (b) The cumulative record is consulted in cases involving
 - 1. Choice of course
 - 2. Choice of vocation
 - 3. Attendance
 - 4. Failure
 - 5. Conduct
- (c) Only that data of permanent value is entered on the cumulative record.
- (d) The cumulative record is used to assist pupils in planning the next step before leaving school.

10. Only a small proportion of the high schools reported use of graphs wherever appropriate to indicate the relative progress of the pupil.

11. A larger proportion of schools accredited by the North Central Association with an enrollment over 300 and schools not accredited by the North Central Association with an enrollment over 50 make provision for obtaining information about pupils through tests.

12. The three most common means of obtaining information about pupils other than by tests reported by the high schools were:

- (a) Individual interviews with pupils
- (b) Conferences with pupil's teachers
- (c) Teacher's comments and observations

13. Visits to pupil's home, teacher's comments and observations, and periodic ratings were used more frequently by schools not accredited by the North Central Association.

14. The writing of autobiographies was the least common method used by all schools as a means of obtaining information about the pupil. More use was made of this method in the larger enrollment groups of the North Central schools.

15. The principal with the help of teachers carries the primary responsibility for counseling in the smaller high school.

16. A few of the larger schools report having a guidance specialist (counselor).

17. A little more than one-half of the high schools indicated they had a plan for counseling in their school. This

practice was reported more frequently in North Central high schools with enrollment from 300-499.

18. Over 90 percent of the high schools reported that their counselor possessed the following traits:

(a) An appreciation of the contribution of the guidance program in meeting the school's objectives.

(b) Training in psychology of adolescence, mental hygiene, or other training related to child growth and development.

(c) Successful teaching experience

(d) The ability to work effectively with adolescents

(e) Maturity and broad life experience

(f) Professional integrity to inspire and to hold the confidence of pupils and other associates

(g) The ability to deal objectively in human relations

19. Over 50 percent of the high schools reported that their counselor has the following preparation, experience, and attitude:

(a) A survey course in the field of guidance

(b) Training in techniques for the analysis of the individual

(c) Techniques in counseling

(d) Training in occupational, educational, and other environmental information

(e) Training in organizational and administrative relationships of guidance service

(f) Occupational experience other than teaching or counseling at one or more wage earning jobs

(g) An appreciation of attractive, convenient, and comfortable physical arrangements in creating a proper counseling atmosphere

20. Counselors in a small percentage of the high schools have had supervised counseling experience or internship.

21. About one-half of the high schools indicated that their counselor has had more than two years occupational experience.

22. The courses listed most frequently in the preparation of the counselor were:

- (a) Principles and techniques of guidance
- (b) Mental hygiene
- (c) Occupational information and guidance
- (d) Adolescent psychology
- (e) Organization and administration of guidance
- (f) Vocational guidance
- (g) Counseling
- (h) Personnel in guidance
- (i) Workshop in guidance

23. The mean of the hours college credit in education and guidance indicated by 63 schools was 38.27, the median was 38.43, and the standard deviation was 18.9.

24. Few of the high schools reported the following provisions for guidance:

- (a) In-service training in guidance service for the entire staff

(b) Making arrangements by which the staff can take advantage of experimentation and demonstrations in guidance services elsewhere

(c) Making provision so that every pupil has a periodic interview with a counselor and other interviews as needed

(d) Assigning space to guidance services adequate to carry on the guidance service planned

(e) Providing adequate clerical service

(f) Supplying files, furniture, and other items of equipment

(g) Providing adequately for the accession of published, visual, and audio materials

(h) Specifically including the needs of guidance when the budget is made

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To the many principals in the high schools who responded so favorably, the writer wishes to express his sincere thanks.

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APPENDIX

Eskridge, Kansas
December 29, 1949

Dear Sir:

I am enclosing a questionnaire concerning the guidance staff, provisions and facilities, and cumulative records of your guidance program.

I am making this study to determine what provisions are made for guidance and how adequate the cumulative records are for high school boys and girls as a part of the work for my master's degree at Kansas State College.

The enclosed questionnaire appears to be long, but I have found that it is possible to answer it in fifteen or twenty minutes because of the ease in which the questions may be answered. You will also have most of the information asked for readily at hand without consuming a great deal of your time in looking up data.

I have tried to get the questionnaire to you before the increased volume of work that will come with the end of the first semester of school. I believe that you realize the importance of a guidance program in our schools and that you will complete the questionnaire and return it promptly.

I wish to thank you in advance for your cooperation.

Sincerely yours,

Lawrence D. Freel

GUIDANCE SURVEY QUESTIONNAIRE

Filled out by _____ of the _____ school.

- INSTRUCTIONS: 1. Circle the "yes" or the "no" to indicate your answer to any question they precede.
2. Place a check in the blank to indicate your answer where there are two or more answers to choose from.
3. There are only three questions to which you are required to write out your answer.

- Yes No 1. Is there a plan for counseling in your school?
2. Which of the following personnel carry the primary responsibility for student counseling in your school?
- _____ Principal
- _____ Teachers
- _____ Guidance Specialist

A. Staff

Does your counselor possess such preparation and qualifications as the following?

- Yes No 1. Training in psychology of adolescence, mental hygiene, or other training related to child growth and development.
- Yes No 2. A survey course in the field of guidance service.
- Yes No 3. Training in techniques for the analysis of the individual.
- Yes No 4. Training in occupational, educational, and other environmental information.
- Yes No 5. Training in techniques in counseling.
- Yes No 6. Training in organizational and administrative relationships of guidance service.
- Yes No 7. Successful teaching experience.
- Yes No 8. Supervised counseling experience or internship.
- Yes No 9. Occupational experience other than teaching or counseling at one or more wage-earning jobs.
10. If answer to (9) was "yes", check one of the following lengths of time.
- _____ a. six months but less than one year.
- _____ b. One year but less than two years.
- _____ c. More than two years.
- Yes No 11. The ability to work effectively with adolescents.
- Yes No 12. An appreciation of the contribution of the guidance program in meeting the school's objectives.
- Yes No 13. Maturity and broad life experience.

- Yes No 14. Professional integrity to inspire and to hold the confidence of pupils and other associates.
- Yes No 15. The ability to deal objectively in human relations.
- Yes No 16. An appreciation of attractive, convenient, and comfortable physical arrangements in creating a proper counseling atmosphere.
17. How many hours of college credit in education and guidance does your counselor have? _____ hrs.
18. List the courses in guidance and give the semester hours credit of each that your counselor has.

B. Provision and facilities

- Yes No 1. Do you encourage your guidance staff to take additional graduate study in guidance services?
- Yes No 2. Do you provide for in-service training in guidance services of your entire staff?
- Yes No 3. Do you make arrangements by which the staff can take advantage of experimentation and demonstrations in guidance services elsewhere?
- Yes No 4. Are provisions made for access to professional reading materials?
- Yes No 5. Are all records relevant to guidance services readily accessible to counselors and others authorized to use them?
- Yes No 6. Are adequate testing materials provided for the guidance program?
- Yes No 7. Do you provide adequately for the accession of published, visual, and audio materials for the occupational phases of guidance services?
- Yes No 8. Do you provide necessary references and resource materials for guidance services?
- Yes No 9. Is provision made for counselors to perform their guidance duties during the scheduled school day?
- Yes No 10. Are provisions made so that every pupil has a periodic interview with a counselor and other interviews as needed?
- Yes No 11. Are means provided to free pupils for counseling interviews during school time?
- Yes No 12. Do you authorize and facilitate necessary out-of-school contacts for the counselor?
- Yes No 13. Does each counselor have facilities for privacy during his interviews?
- Yes No 14. Is the space assigned to guidance services adequate to carry on the guidance services planned?
- Yes No 15. Is adequate clerical service provided?
- Yes No 16. Are files, furniture, and other items of equipment supplied?
- Yes No 17. When the school's budget is made up, are the needs of the guidance program specifically included?

C. Records

1. To what extent is the information on the individual student you receive from the grade school adequate for your guidance purposes? Very complete _____; Only the bare essentials _____; Far below the minimum essentials _____; None received.
- Yes No 2. Do you have a standard record form for use by all grade schools in your area to forward this information?
3. If answer to (2) was "yes", approximately what percent of these schools make use of this form? _____%
- Yes No 4. If answer to (2) was "no", have any attempts been made to plan such uniform arrangements with these grade schools?

Do you make provisions for obtaining information about pupils through the following means?

- Yes No 1. Personal data blanks and questionnaires.
- Yes No 2. Individual interviews with pupils.
- Yes No 3. Appropriate tests given near the time of admission and periodically thereafter.
- Yes No 4. Interviews with parents, other family members and interested friends of the pupil.
- Yes No 5. Visits to pupils homes.
- Yes No 6. Conferences with pupil's teachers.
- Yes No 7. Autobiographies.
- Yes No 8. Teachers' comments and observations.
- Yes No 9. Periodic ratings by teachers.
- Yes No 10. Appropriate tests administered to individual pupils as need for data arises.

Is the following information entered on the cumulative record for a majority of the students enrolled in the school?

- Yes No 1. Sex
- Yes No 2. Place of birth.
- Yes No 3. Date of birth
- Yes No 4. Full name of each parent or guardian.
- Yes No 5. Parent or guardian's address.
- Yes No 6. Parent or guardian's telephone number.
- Yes No 7. Occupation of parents.
- Yes No 8. Race of parents.
- Yes No 9. Nationality of parents.
- Yes No 10. Birthplace of parents.
- Yes No 11. Citizenship status of parents.
- Yes No 12. How long parents have been residents of this country.
- Yes No 13. Educational status of parents.
- Yes No 14. Parents living together, divorced, separated, or remarried.
- Yes No 15. Person with whom pupil resides.

- | | | | |
|-----|----|-----|--|
| Yes | No | 16. | Ages of brothers and sisters of the pupil. |
| Yes | No | 17. | Health status of family members. |
| Yes | No | 18. | Economic status of the family. |
| Yes | No | 19. | Attitude of the home toward school. |
| Yes | No | 20. | Attitude of the home toward attendance of pupil at school. |
| | | 21. | Facilities for home study: |
| Yes | No | (a) | Library. |
| Yes | No | (b) | Magazines |
| Yes | No | (c) | Conveniences for study. |
| Yes | No | 22. | Plans of the parents for the pupil's future. |

Is information on each pupil's status and development in such matters as the following entered on the cumulative record for a majority of students enrolled in school?

- | | | | |
|-----|----|-----|--|
| Yes | No | 1. | Marked interests. |
| Yes | No | 2. | Voluntary reading |
| Yes | No | 3. | Special achievements in school. |
| Yes | No | 4. | Special achievements out of school. |
| Yes | No | 5. | Honors received. |
| Yes | No | 6. | Participation in school clubs. |
| Yes | No | 7. | Participation in groups or teams. |
| Yes | No | 8. | Educational intentions. |
| Yes | No | 9. | Evidences of vocational aptitudes. |
| Yes | No | 10. | Conduct or citizenship record. |
| Yes | No | 11. | Explanation of some unusual behavior. |
| | | 12. | Special talents. |
| Yes | No | (a) | Musical |
| Yes | No | (b) | Artistic |
| Yes | No | (c) | Athletic |
| Yes | No | (d) | Inventive |
| Yes | No | (e) | Literary |
| Yes | No | (f) | Dramatic |
| Yes | No | (g) | Scientific |
| | | 13. | Employment during out-of-school hours. |
| Yes | No | (a) | Nature of the employment. |
| Yes | No | (b) | Amount of time required. |
| Yes | No | (c) | Remuneration |
| Yes | No | 14. | Difficulties or problems in socialization. |
| Yes | No | 15. | Periodic summarization of teachers' ratings on personality traits. |
| Yes | No | 16. | Periodic summarization of teachers' ratings on character traits. |
| Yes | No | 17. | Record of counseling interviews. |
| Yes | No | 18. | Attendance and tardiness record. |
| Yes | No | 19. | Reason for excessive absence or tardiness. |
| Yes | No | 20. | Group scholastic aptitude test results. |
| Yes | No | 21. | Individual scholastic aptitude test results for further analysis. |
| Yes | No | 22. | Results of vocational interest inventories. |

- Yes No 23. Results of special aptitude tests.
 Yes No 24. Personality test results.

Is the following information on the pupil's scholastic progress entered on the cumulative record for a majority of students enrolled in the school?

- Yes No 1. Name and location of other schools attended.
 Yes No 2. Dates of attendance at other schools.
 3. Academic record.
 Yes No (a) Courses.
 Yes No (b) Years taken.
 Yes No (c) Grades received.
 Yes No (d) Credits received.
 Yes No 4. Curriculum or pattern of courses selected.
 Yes No 5. Record of changes with reasons for change.
 Yes No 6. Achievement test results.
 Yes No 7. Record of subsequent entry to other educational institutions.

How are the records maintained and what use is made of pupil information?

- Yes No 1. Are the records easily accessible to all who have approved reason to use them and use them professionally?
 Yes No 2. Are the records easily accessible only to such persons as mentioned in question (1) above?
 Yes No 3. Is distinction made between data of permanent value and that of temporary value?
 Yes No 4. Is only that data of permanent value being entered in the permanent record?
 Yes No 5. Is pupil's record so organized that data is periodically entered in sequential order?
 Yes No 6. Is pupil's record so organized that relationships and progress can be easily traced?
 Yes No 7. Are graphs used wherever appropriate to indicate relative progress.
 Yes No 8. Is the cumulative record of an entering or transfer student examined before his enrollment is completed?
 Yes No 9. Is the cumulative record used to assist students plan the next step before leaving school?
 10. Is the cumulative record consulted in cases involving
 Yes No (a) Choice of course?
 Yes No (b) Choice of vocation?
 Yes No (c) Attendance?
 Yes No (d) Failure?
 Yes No (e) Conduct?
 Yes No (f) All problems dealing with pupil progress?

COMMENTS: